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ABSTRACT

This guidance plan was prepared to assist counselors in establishing quality programs with an emphasis on work-related education and training and to serve as a model for developing competency-based and accountable programs at the local level. The first section defines guidance terms and presents an overview of basic premises for guidance program development including providers, settings, and expectations for such programs. The second section provides a basic program framework including fundamental components to a complete guidance delivery system: (1) guidance; (2) counseling; (3) appraisal; (4) information and referral; (5) placement; and (6) staff, facilities, and budget. Goals, objectives, and appropriate developmental stages are provided for each component in a chart format. Space is provided for counselors to note current practices, and strengths and weaknesses in each area. Activities are also suggested for each component. The third section addresses desired student outcomes resulting from the guidance model. Each of 12 outcomes is listed on a separate page which is designed to serve as a status and needs assessment instrument, with space for rating existing efforts. The final section discusses business, industry, and community resources, and emphasizes a team approach to guidance programming. Suggestions for maintaining a resource file along with appropriate areas for inclusion in the file are included. (JAC)

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STATE OF MAINE
COMPREHENSIVE LIFE-LONG GUIDANCE PLAN

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U.S. DEPARTMENT OF EDUCATION
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Prepared for Maine Counselors by: Department of Educational & Cultural Services, Guidance Section and Maine Personnel and Guidance Association.

August, 1981

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FOREWORD

This State of Maine Comprehensive Life Long Guidance Plan has been prepared to assist counselors in establishing quality programs with an emphasis toward work-related education and training.

It is recommended that this plan serve as a guide to counselors in developing a clearly written plan at their local level which is consistent with a coordinated and unified life-long guidance plan in operation throughout the State.

In the 1980's it is especially important for counselors to ensure that quality programs be viewed as critical to the delivery of any program which prepares both youth and adults for their life's occupational pursuits. It is only through systematic and developmental guidance programs that youth and adults will be realistically able to decide about their education and work futures as well as to take full opportunity of all available options.

Harold Raynolds, Jr., Commissioner

Four seasons for Me.

INTRODUCTION

During the past few years there has been one clear signal expressed by Maine counselors and this is for assistance in the development of a uniform and comprehensive statewide guidance plan. This Plan has been prepared for that purpose and should serve as a model from which a competency based and accountable program can be developed at the local level. Counselors should consider this Comprehensive Plan as complementary to and an extension of the already existing Guidelines for Maine Counselors.

This State of Maine Comprehensive Life-Long Guidance Plan is based on three areas: (1) program components (2) student outcomes and (3) use of resources. It is hoped that the Plan will provide the necessary direction for guidance program development and improvement. While wide usage of the Plan will result in more consistency and uniformity throughout the State, it is recognized that local needs and situations must always be considered in adapting the Plan and modifications must be made as necessary. It is further recognized that all areas included in the Plan may be considered as part of a counselor's functions but it does not mean that a counselor necessarily be responsible for the direct delivery of all services. Counselors should ensure that these services are available to all individuals in their settings. The counselor role may sometimes call for direct service delivery and at other times serve as a coordinator or resource person to others involved in the direct delivery of services.

The writers express with gratitude and acknowledgement the valuable information provided by Maine counselors; the national guidance associations for their positions and statements on several guidance topics; the opportunity to review plans from other states' regarding format organization; to Elwood Padham, Associate Commissioner of the Bureau of Vocational Education, for his participation and funding support; to Harold Raynolds, Jr., Commissioner of the Department of Educational and Cultural Services for his support and encouragement; and to the members and leadership of the Maine Personnel and Guidance Association who provided the necessary impetus for the development of this comprehensive plan.

This Plan has been prepared for counselors use and we hope that it will serve counselors in a timely and functional manner.

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PART I

1. Definition of Guidance Terms
2. Basic Premises for Guidance Programming
3. The Providers, Settings, and Expectations of Guidance Programs

This section presents an introduction or overview for guidance program development. It is suggested that these three introductory items be used by counselors in establishing a basic foundation for their individual and locally developed guidance programs.

DEFINITION OF GUIDANCE TERMS

1. Guidance: Guidance is both process and program. The guidance process helps individuals unify all of their learning activities and experiences. Guidance programs are devoted to (1) learning about individuals and their needs and the effects of educational experiences on them, and (2) facilitating improvements and changes in the learning program and environment to better meet individual needs efficiently and humanely.

2. Guidance Program: A Guidance Program represents the systematic development in all individuals of the skills and attitudes for responsible self-management and rational self-direction of their lives including the development of personal competency and personal adequacy.

3. Developmental Guidance: Developmental Guidance is that component of all guidance efforts which fosters planned intervention within educational and other human development service programs and at all points in the human life cycle. It is the total development of individuals in all areas, i.e. personal, social, emotional, career, moral-ethical, cognitive, aesthetic and promotes the integration of the several components into an individual life-style.

4. Guidance Services: Guidance Services is an over-all term which includes all of those services which may be guidance or counseling in nature. Counseling is only one of the guidance services. Other such services may be orientation, testing, placement, occupational information, educational advising, follow-up, career planning, and others as identified by local counseling staffs in response to identified local needs.

5. Counseling: "Counseling" is often incorrectly used synonymously and interchangeably with "guidance". It provides a direct, personal way of helping the individual in a one-to-one or small group basis. Counseling operates on a more intense level than guidance and focuses on the specific needs of an individual. The counseling process utilizes various counseling techniques and tools which assist the client in sorting through alternatives, making decisions, and solving problems.

6. Counseling Services: Counseling services are those activities and/or interactions provided by individuals with special skills, with respect to the needs of people. These services are planned and delivered to both individuals and groups and assists an individual to grow and adapt to life situations.

7. Developmental Counseling: Developmental Counseling assists people through the sequential stages of life by helping them develop the necessary skills to cope with those stages. It is those activities whereby a counselor facilitates a counselee's self-awareness of the human processes that occur in a particular developmental stage, in order to more fully experience and move from one stage to another. It is an ongoing process, the aim of which is to facilitate the emergence of the individual as a healthy self in the fullest sense.

8. Counselor: The counselor is the person who has special training, for assessing the specific needs of each individual and for coordinating an appropriate guidance program in the educational, vocational, and personal-social domains. The responsibility for leadership of the guidance program is one of the primary functions of the counselor. The counselor has been trained in various helping skills and is prepared to work closely with individuals in assisting them with normal developmental concerns, decisions, sorting through options, problem solving, and planning, as well as coping with crisis.

9. Career Education: Career Education is a K-Adult concept that integrates career-related activities into regular classroom work and makes studies relate to student growth toward worthwhile careers and should be viewed as a partnership between schools and the community. It teaches students about the demands of various careers and the lifestyles that may be associated with them. Career education provides for students in elementary schools an awareness of their own abilities and interests and of people and careers in their communities; for junior high school and middle school students an opportunity to explore various careers on a first-hand basis; for high school students a preparation for careers or for further studies leading to a career; awareness, exploration, and preparation for persons from kindergarten through adulthood.

10. Career Development: Career Development is a continuous process people go through of exploring, searching, defining and redefining to facilitate one's individual growth. It is an ongoing sequential process through which an individual attains awareness of their values, interests, abilities, aptitudes, the world of work and their relationship to this, and learns and applies decision-making skills in view of this awareness toward lifelong goals.

11. Career Guidance: Career guidance is an organized program to assist an individual assimilate and integrate knowledge, experience, and appreciation related to: (1) self-understanding; (2) understanding of the work, society, and those factors that affect its constant change, including worker attitude and discipline; (3) awareness of the part leisure may play in a person's life; (4) understanding of the necessity for the multitude of factors to be considered in career planning; and (5) understanding the information and skills necessary to achieve self-fulfillment in work and leisure.

12. Life Tasks: Life Tasks are those life situations an individual must resolve throughout life to become a healthy, whole person. It is those activities necessary to create a meaningful life for each individual within the constraints of their society and specifically:

    1) Those tasks which allow an individual to grow, learn, change with life's course, and to direct it through appropriate decisions;
    2) To take responsibility to provide for one's own needs and those of significant others.

    Life tasks represent all activities occuring between birth and death which require thought, decision making, strategy, value, clarification, planning, and/or the application of a considerable amount of mental and emotional effort to be a successful, productive individual.

13. Vocational Education: That part of the educational system offering programs which are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career.

14. Vocational Guidance: The broad purpose of vocational guidance is to help persons to know, to accept, and to respect their own abilities, interests, and aptitudes; then match these with realistic vocational goals; and finally, proceed with maximum effectiveness toward these goals.

15. Job Development: That part of the educational system through which interaction with business/labor/industry, present and future manpower needs are assessed, with recommendations made pertaining to present and future vocational programs.

16. Job Placement: That part of the system which expedites the obtaining of jobs for individuals in a field related to their training or in which they want to work.

17. Other:

Commitment: Taking responsibility for one's own position, and act or thought.

Values: Those beliefs and things that are of importance to us that guide our life decisions.

Self-esteem: That aspect of the individual whereby he recognizes his abilities and capacities and develops a sense of value for those characteristics.

Decision-making: The process we use to decide upon a course of action.

Sensitivity: The ability of a person to sense the feelings of another person and to make an appropriate response.

Self-awareness: The knowledge and understanding one has about himself as a person.

Skill development: Process whereby a counselor/helper assists another in acquiring skills/tools which enable one to function better in his/her environment.

Referral: Utilizing agencies and/or organizations and/or individuals to provide help to any person in reaching their full potential of growth and achievement.

BASIC PREMISES FOR GUIDANCE PROGRAMMING

Guidance programs must be central and not peripheral to the delivery of education, work-related education and training programs. The following five basic premises can form a foundation for guidance programs in our schools and agencies and can fulfill the role in responding to our local and state priorities.

(1) Guidance is a program and has characteristics similar to other educational programs including:

a. learner outcomes (competencies) in such areas as self knowledge and interpersonal relations, decision making and planning, and knowledge of life roles including worker and learner roles in the form of a guidance curriculum:
b. activities and processes to assist learners to achieve outcomes
c. professionally recognized personnel; and
d. materials and resources.

(2) Guidance programs are developmental and comprehensive. They are developmental in that guidance activities must be conducted on a regular and planned basis to assist young people and adults to achieve career development competencies. While immediate and crisis needs of individuals must be met, a major focus of a developmental program is to provide individuals with experiences to help them grow and develop. Guidance programs are comprehensive in that a full range of activities and services are provided including assessment, information, counseling, placement, follow-up, and follow-through.

(3) Guidance programs focus on individuals' competencies rather than their deficits. To some, a major focus in guidance is one the problems individuals have and the obstacles they may face. This emphasis is important but it should not be dominant. If it is emphasized in isolation, attention often focuses on what is wrong with individuals, not what is right. Obviously, problems and obstacles need to be identified and remediated, but they should not overshadow the existing or potential competencies of individuals. A major emphasis in guidance and counseling programs should be on helping individuals identify the competencies they already have plus assisting them to develop new competencies.

(4) Guidance programs are built on a team approach. A comprehensive, developmental program of guidance is based on the assumption that all staff see themselves as being involved rather than thinking it is all up to counselors. At the same time, it should be understood that professionally certified counselors are central to the program as coordinators. In this role, they provide direct services to individuals as well as work in consultative relationships with other members of the guidance team.

(5) Guidance programs mandate articulation. A basic assumption underlying comprehensive, developmental guidance programming is that there is effective linkage between comprehensive high school guidance programs and those located in area vocational schools, postsecondary institutions and agencies. This means that there is program continuity; that those activities begun in the comprehensive high school are carried on, as appropriate, in other settings. This means that the guidance staffs of these institutions meet together on a regular basis to exchange information and to update their programming as new individual needs are identified.

THE PROVIDERS, SETTINGS, AND EXPECTATIONS OF GUIDANCE PROGRAMS

The delivery of guidance services has become a major contributor to our nation's educational, employment, training, and numerous community agencies. Systematic and development programs of guidance and in some agencies, counseling programs, serve as the common link between providing occupational training and employment readiness for the eventual transition to and satisfaction in the work place. Guidance programs are operating to varying degrees of completeness in a wide variety of settings. At the secondary level, guidance and career development instructional providers are represented in public and private and comprehensive and vocational high schools. At the postsecondary level, vocational programs including guidance are offered by colleges and universities, community and junior colleges, area vocational schools, public and private noncollegiate postsecondary schools, correspondence schools, and correctional facilities, to mention a few. In addition, thousands of professional counselors and guidance personnel are employed through the U.S. Department of Labor's Comprehensive Employment and Training Act (CETA) and by the Employment Service, with offices in the majority of the nation's cities and the Departments of Education and of Human Services.

Within each of these institutions or agencies professional counselors and a variety of guidance specialists and support staff provide guidance program leadership and services. One major problem that occurs is the uneven distribution of staff availability in certain settings. As an example, if one were to view the staffing profile and the availability of guidance programs in our nation's 7,000 rural and isolated schools, there would be cause for alarm. It is estimated that in these locations, less than 10 percent of elementary students have access to guidance programs, while at the junior high and high school level less than 40 to 50 percent of these students have access to guidance programs. Furthermore, the staff is often only part-time employees and has little or no budgets specifically for guidance.

In some areas the counselor-student ratios in public schools also is greater than the American Personnel and Guidance Association recommended ratio of one counselor for every 250 students. Examples of inadequacy of staff, programs, and resources can be cited in correctional settings, and in a variety of community agencies. When one parallels these facts with the increasing needs of youth and adults who are facing deficiencies in basic skills, dropping out of education before they are prepared, encountering unemployment, lacking employability skills and access to training and work opportunities, it is clear that improved guidance delivery is needed. Guidance programs can be responsive to society's problems and the needs of clients only if they are available on an equitable basis, fully staffed with a competent set of professional and paraprofessional staff.

It is also important to point out that, in addition to professional counselors, who perform a variety of roles and functions, there needs to be available a wide variety of other helping professionals that make up the total guidance program team such as the following:

1. Placement specialists
2. Career information specialists
3. Career exploration instructors
4. Career investigation teachers
5. Career advisors

6. Volunteer paraprofessionals
7. Public personnel workers
8. Career center directors
9. Work experience specialists
10. Work study supervisors
11. Career education coordinators

In addition to gaining an understanding of who the providers are and where they work, it also is important to appreciate the primary emphases of their programs. Because many skills need to be developmentally learned over many years, it should be noted that many of the basic skills and attitudes are taught at all or most age levels. This demonstrates the need for a developmental approach to meeting certain client competency needs as they take on different characteristics over time. It is important to note that these program emphases have proven to be most important in meeting many of the major problems facing our nation's youth and adults. It has been demonstrated that when individuals develop a healthy self-image, view the future with hope and realism, have the opportunity to test out both educational and work options in a secure environment, they are typically more satisfied with life, and become positive contributors in society.

Given the challenges of the 1980's, and realizing that quality guidance and counseling programs can impact on personal as well as larger social and economic issues several changes need to be considered.

What is needed on both a state and national scale is a larger number of highly trained, institutionally supported and effective teams of guidance workers to better assure that all students, agency clientele, and institutionalized individuals have access to the following:

1. A systematic exposure and use of career and labor market information.

2. A developmental sequence of self-awareness, education and work exposures, and options that reflect the individual's interests and life goals and the realities of current and projected opportunities.

3. A continuous exposure to the realization that the basic skills are paramount to life and work success.

4. An opportunity to develop, test out, modify, and participate in a counselor-assisted process of decision making and career planning.

5. A carefully planned exposure to adult work-role models and development of work-related employability skills.

6. Professional assistance during various periods of transition between education to work or work to education or work to retirement.

This approach will demand for individuals, young and old, continual availability of professional and paraprofessional staff providing assistance during their career maturing years in order to prepare them for earning a living through realistic and work-related learning. It will also demand counselors who are available to work with other staff; counselors who assist the parents in their guidance roles; and counselors who spend time constantly with employers, governmental officials, and community agencies. These professionally trained and certified counselors need also to be supported by various specialists, in order to ensure that the quality of guidance is high, provided when needed, and utilizes the best talent, technology, and information available.

PART II

Guidance Program Components

1. Guidance
2. Counseling
3. Appraisal
4. Information and Referral
5. Placement
6. Staff, Facilities, Budget

This section provides the basic framework for the development of a local guidance program and presents six components as being fundamental to a complete guidance delivery system. For each of the components there are five areas noting (1) stated goals (2) stated objectives (3) stated appropriate developmental stage (4) space provided for counselors to note strengths and weaknesses, and (5) space provided for counselors to note if presently being done. The writers have attempted in this section to provide some of the important activities under each component and these should be considered as a suggested guideline for counselors to use in developing their individual programs.

PROGRAM COMPONENTS #1: GUIDANCE

Guidance services should include developmental programs that will enhance the individual's personal competency and personal adequacy. Guidance is both a process and program.

Goals	Objectives	Appropriate Developmental Stage	Strengths Weaknesses of Present Program	Presently Being Done
1. Orientation a. of individuals, parents and staff to counseling services	1. Orientation a. to provide out-of-school adults with knowledge of further growth opportunities through community education services	a. childhood - young adult		
b. of families to guidance services that are available to pre-school children	b. to provide screening, evaluation and referral service to pre-school children and their families	b. childhood		
c. of students new to school at beginning and throughout year	c. to provide a program for the beginning of school year to orient groups of students to each other, faculty and staff, facility, rules, curriculum, and individual student schedule; and to orient individual students to the above at any time during school year	c. childhood - young adult		
d. of individuals to vocational programs available in secondary school and unfamiliar to students coming from elementary schools or other districts or geographical areas	d. to provide written information and tours to explain availability of vocational programs	d. adolescent and young adult		
e. of adults to additional educational and training opportunities	e. to provide out-of-school adults with knowledge of further growth opportunities through community education services	e. adult		
2. Articulation a. between schools of same educational levels	2. Articulation a. to provide written information and meetings time regarding requirements, curriculum, activities, etc. to facilitate transfer of students from one school to another	a. childhood - young adult		
b. between schools of different educational levels	b. to provide written information and meeting time regarding school expectations, policies course selection, activities, curriculum	b. childhood - young adult		
c. between schools and the work place	c. to provide a means through which counselors and those in the work place can discuss common issues and work cooperatively	c. young adult - adult		
d. between schools and agencies	d. to provide an opportunity for school and human service agencies to discuss common issues and work cooperatively	d. childhood - adult		

PROGRAM COMPONENTS #1: GUIDANCE

Goals	Objectives	Appropriate Developmental Stage	Strengths Weaknesses of Present Program	Presently Being Done
3. Transition a. from home to school	3. Transition a. to provide through individual and group conferences, activities to increase independence, self-acceptance and coping behaviors	a. childhood		
b. from school to school	b. to provide conference time with individuals for expression of their personal concerns; to provide peer counseling programs; to provide articulation through meetings with staff members to meet individual needs of student.	b. childhood - young adult		
c. from school to work	c. to facilitate the preparation of an individual to enter the work force	c. young adult		
d. in the work role	d. to provide through individual and group activities coping skills to adjust to new work settings	d. adult		
e. from work to retirement	e. to provide through group and individual activities and coping skills to adjust to retirement	e. adult		
f. as appropriate for families dealing with loss, such as death, divorce, separation	f. to provide support and listening skills through individual or group counseling	f. childhood - adult		
4. Teaching Skills and Information Needed in New Environments a. study skills, work habits and communication skills	4. Teaching Skills and Information Needed in New Environments a. to provide instructional units of information which can be used by instructors in classes, by counselors in small groups, or advisors in an advisor program to teach skills to individuals	a. childhood - adult		
b. course requirements, course sequencing and graduation requirements	b. to provide written information about graduation requirements...to provide conference time for students to individually discuss their own course requirements and choices as they relate to future career/life goals	b. adolescent - young adult		
c. developing responsible behaviors	c. to provide activities for use in advisor meetings, classrooms and/or counseling sessions for individuals to develop good work habits, promptness, and completion of tasks	c. childhood - adult		
d. job applications, resumes and interviews	d. to provide opportunities for individuals to gain experience in completing job applications/resumes, and participate in job interviews by working with local businesses and business organizations	d. adolescent - adult		

PROG[illegible] COMPONENTS #1: GUIDANCE

Goals	Objectives	Appropriate Developmental Stage	Strengths Weaknesses of Present Program	Presently Being Done
4. Continued e. community and district resources available	e. to coordinate with other helping professionals to meet needs of individuals	e. childhood - adult		
5. Developmental Needs a. developing self understanding	5. Developmental Needs a. to provide individuals with an ongoing profile of progress to include self-direction; to provide individual experience in values clarification to increase self reliance and self perception	a. childhood - adult		
b. developing relationships with others	b. to provide group sessions for individuals to enhance social skills, social consciousness, and an appreciation of various life roles that people fill.	b. childhood - adult		
c. developing responsible behavior	c. to provide individual and group activities for individuals to develop good attendance, promptness, and completion of task	c. childhood - adult		
6. Career Guidance a. by providing career/life information	6. Career Guidance a. to provide materials in a career information resource area; to provide activities which give individuals exposure to and the opportunity to identify with career interest areas, business and agencies	a. childhood - adult		
b. opportunities for value clarification, decision making skills, and problem solving skills	b. to provide opportunities for an individual to identify with a work role; provide activities for teachers use in the classroom, for counselors to use in small groups and individual counseling sessions; and, advisors to use in an advisor program	b. childhood - adult		
c. opportunities for goal setting	c. to provide persons through activities in individual or group sessions to learn the process of goal setting and to actually set short and long term goals	c. childhood - adult		
7. Leadership Coordination and Advocacy Role For Counseling a. coordination with other services	7. Leadership Coordination and Advocacy Role For Counseling a. to give assistance to individuals and agencies by coordinating referral services, conferences, staffings, etc.	a. childhood - adult		
b. coordinating continuous guidance service throughout people's lives	b. to provide individuals with information relative to community guidance, speakers, field trips, and printed materials to acquaint them with local referral agencies - the location and scope of responsibility	b. adult		
c. coordination between individual and agencies	c. to serve as an advocate for individuals in their relations with institutions	c. childhood - adult		

PROGRAM COMPONENTS #2: COUNSELING

Counseling services should facilitate the positive development or growth of each individuals self concept. In order to serve all people, the program emphasis in planning is developmental and preventative rather than remedial and crisis-oriented. While the counselor's primary line of communication is with the individual, the counselor also works with others who are involved with the individual's development.

Goals	Objectives	Appropriate Developmental Stage	Strengths Weaknesses of Present Program	Presently Being Done
1. To systematically plan to facilitate the growth of individuals toward planning goal setting and implementation of educational, career/life and personal decisions.	1. Provide accessibility for each individual to meet with a counselor individually or in groups. Confidential and open lines of communication are essential. Provide opportunities for personal assessment.	a. childhood - adult		
2. To help individuals develop effective personal, social and interpersonal relationships.	2. a. Provide the opportunity by communication and conflict resolution skill building; Increase consciousness about sexism and racism; Help individuals clarify personal values.	a. childhood - adult		
3. To provide leadership within the community for establishing a climate conducive developmental growth.	3. a. To be available to serve as a consultant to the community to develop a nurturing environment in any given setting. b. Identify individual needs not being met by existing programs and initiate activity to plan new programs.	a. childhood - adult		
4. To provide consultant services for other adults within the community.	4. Organize and conduct parenting groups. Assist in the early identification of exceptional children and children with special needs.	a. childhood		

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PROGRAM COMPONENTS #3: APPRAISAL

Appraisal services should be a part of any guidance program for determining the characteristics, behavior patterns, or level of adjustment of individuals. This area generally includes a more precise analysis referred to as measurement.

Goals	Objectives	Appropriate Developmental Stage	Strengths Weaknesses of Present Program	Presently Being Done
1. To provide for individual appraisal and for accurate and current records a. to provide appraisal services as an integral part of the counseling process and not isolated or unrelated to other aspects of the total program	1. to help individuals identify and analyze achievements, explore interest and aptitudes while developing positive attitudes towards career/life planning and the world of work; to provide students the opportunity to examine their potentialities, achievements and interests which will enable them to make more relevant educational, career/life, occupational and personal/social decisions; to provide individual access to their records and provide necessary help to understand and use them; to provide appraisal and record information and data to curriculum developers and guidance personnel for evaluation to develop and upgrade relevant course offerings and needed guidance services; to identify individuals' difficulties with a learning process; to identify special needs of individuals resulting from deprivation or from circumstances which create disadvantages; to identify lower achievement than expected by measured aptitudes; to identify those individuals who could benefit from services of specialists or from community resources; to coordinate appraisal and record data so that individuals and community will have accurate information; to provide a means for professional development in appraisal skills and interpretation; to provide appropriate informational materials and tests;	a. childhood - adult		

PROGRAM COMPONENT #4: INFORMATION AND REFERRAL

An important part of any guidance plan is providing information and referral resource services. Informational and referral resources undergo periodic changes. Thus a counselor should be aware of the most current available referral information and resources: The counselor is encouraged to initiate, develop, and improve current programs in local settings by becoming familiar with all of the human resources, evaluating the resources, and developing action plans to use some or all of these resources.

Goals	Objectives	Appropriate Developmental Stage	Strengths Weaknesses of Present Program	Presently Being Done
1. To provide a coordinated system for the guidance and delivery of guidance services.	1. Counselors should have data and resource referral information for use in pre-school, youth, adolescent and adult life	childhood - adult		
2. To be aware of the counselors ability to provide referral assistance.	2. Schools and agencies should have available current information relative to available services	childhood - adult		
3. To have individuals locate, evaluate and interpret information about life/career decisions.	3. Counselors should help individuals relate various resources to their needs	childhood - adult		
4. To help students identify training and educational options and be knowledgeable of steps required for entrance to appropriate schools	4. A school handbook or course offering sheet should be developed listing and describing courses as well as suggested pre-requisite and/or sequential course information; Schools have available handbooks and materials published by national, state and local agencies and commercial publishers to aid student in knowing the range of career opportunities available upon completion of various educational programs; Interest and aptitude tests accurately interpreted by certified counselors; School and agency personnel be knowledgeable about referrals for testing; Schools and agencies make appropriate referrals to provide alternative learning opportunities within or outside the school; School and agency personnel assist in developing of new programs and services both within school district and outside to provide additional learning opportunities and fill gaps in learning opportunities; Schools have available information about training and educational opportunities, including entrance requirements, financial aid, curricular offerings, costs and related information	childhood - adult		
5. To make individuals aware of local businesses, military, labor and industry information	5. Counselors actively visit and communicate with their working community	adolescent - adult		

PROGRAM COMPONENT #5: PLACEMENT

Placement is the cooperative responsibility of the school and the community. It involves activities which prepare the individual for the next experience, be it further education, job training of any kind, or work.

Placement into further education involves a decision on the part of the individual as to what kind of education is needed, where to get this education, and meeting the requirements of the institution.

Placement into the world of work requires the decision as to the kind of work the individual is desiring, meeting the requirements for this work (training, physical, educational, and psychological), and the willingness to go where the work is found.

Goals	Objectives	Appropriate Developmental Stage	Strengths Weaknesses of Present Program	Presently Being Done
1. Individual placement into further education or meaningful employment.	1. To assist individuals in furthering their education by placement in a vocational school, community college, four-year college, or other setting; and placement in work settings appropriate to their level of occupational preparation.	adolescent - adult		
2. Determine individual's qualification for training and the meeting of entrance requirements for employment or education.	2. Assist individuals for qualifying for placement by giving interest tests, aptitude tests, achievement tests, skills tests, learning job search and application skills as well as courses to determine qualifications and entrance requirements.	adolescent - adult		

PROGRAM COMPONENT #6: BUDGET, STAFF AND FACILITIES

A plan for quality guidance services should have a clearly determined work program budget and adequate staff and facilities.

Goals	Objectives	Appropriate Developmental Stage	Strengths Weaknesses of Present Program	Presently Being Done
1. To provide for adequate funds to support guidance activities and purchase necessary materials	1. Funds should be budgeted for puchase of materials in addition to testing materials, postage, paper, etc. Support should be provided for staff development including underwriting registration fees and mileage for attendance at conferences and workshops. Funds should be provided to support expenses for guest speakers and/or field trips for groups or individuals. Counselors should be knowledgeable regarding other funding sources, both public and private, which may be tapped to assist in implementing new projects or supporting guidance programs			
2. To provide for guidance and counseling programs to be staffed by qualified personnel	2. Counselors should be certified, licensed, and endorsed by the appropriate agency Counselors should have a reasonable case load in order to be effective Adequate secretarial/paraprofessional staff should be provided to assist counselors with clerical/information functions. Counselors should be involved in professional growth activities on a continuous basis and participation in professional guidance and counseling associations and community organizations should be encouraged.			
3. To provide adequate facilities for conducting guidance and counseling functions	3. Counselors should be provided facilities for both individual and group sessions A facility should be provided to respond to the needs of the program.			

PART III Student Outcomes

Use of This Section

Since the school setting provides a natural time and plan for developmental guidance programs, it seems appropriate to consider the outcomes a student should have acquired as a result of this approach.

Each of the following pages is organized around one of the student outcomes about which counselors are concerned. There are twelve outcomes which are in the guidance and counseling domain. While the counselor in the school is a sort of gatekeeper to insure that each of these outcomes is addressed, the counselor is not necessarily responsible for performing the activities which produce the desired outcomes. The counselor, however, is a facilitator to assure that quality is achieved in each of the outcomes. The counselor assumes leadership in the achievement of these outcomes. In many cases curricular activities are geared toward the outcome. In some cases a team effort by several staff persons may be required in order to achieve the outcome. In all cases the counselor may serve a coordination and resource role in the achievement of the outcomes.

The following pages are designed to serve as status and needs assessment instruments. In the upper left corner of the page the outcome is listed. Next to this outcome you may indicate any existing programs or efforts in your school or agency which already are related to this outcome. Under the outcome are listed suggested activities and/or topics which may support the achievement of the outcome when implemented within the overall program. The column headed "X" can be used to indicate those topics or activities which are already in operation in the school (you may wish to rate your program on a 1-5 scale), while the columns headed K - 12 may be used to briefly indicate the manner or area where this activity/topic is being conducted or covered.

A sample page follows to indicate how a school might complete the worksheet on Outcome I.

CHECK LIST

SAMPLE PAGE

Student Outcome	Presently doing How Do We Rate?	Existing programs or efforts which are related to this outcome			
1. Schools will provide students an opportunity to understand the interrelatedness of personal responsibility, regular school attendance, good work and study habits, and career/life planning.		*Counselor conferences with poor attenders* *Attendance award system* Fill in grade levels with which you are counseling:			
Suggested activities/topics:		Grades K - 3	4 - 6	7 - 8	9 - 12
1. Study Skills	x			*English Class*	*Special Studies Unit*
2. Class project which relates attendance to grades					
3. Bonus system for completing tasks on time.					
4. Role play good study situations					
5. Shadowing	x				*Each student shadows one day*
6. Business/Industry speakers	x				CAREER DAY SPEAKERS
7. Learn time management					
8. Role play situations related to positive/ negative attitudes					
9. Self assessment re: modes of study, etc.					
10. Survey of study styles and relate to achievement					
11. Student contracts					
12. Learn techniques for "selling" oneself					
13. Writing resumes	x				*In Business Classes*
14. Establish Parent Support Group					

Needs:

CHECKLIST

Student Outcome	Presently doing How Do We Rate?	Existing programs or efforts which are related to this outcome			
1. Schools will provide students an opportunity to understand the interrelatedness of personal responsibility, regular school attendance, good work and study habit, and career/life planning.		Fill in grade levels with which you are counseling:			
Suggested activities/topics:		Grades K - 3	4 - 6	7 - 8	9 - 12
1. Study skills					
2. Class project which relates attendance to grades					
3. Bonus system for completing tasks on time					
4. Role play good study situations					
5. Shadowing					
6. Business/Industry speakers					
7. Learn time management					
8. Role play situations related to positive/ negative attitudes					
9. Self assessment re: modes of study, etc.					
10. Survey of study styles and relate to achievement					
11. Student contracts					
12. Learn techniques for "selling" oneself					
13. Writing resumes					

Needs:

Student Outcome	Presently doing How Do We Rate?	Existing programs or efforts which are related to this outcome			
II. Schools will provide students an opportunity to recognize the relationship between the development of personal life styles and environmental influences.		Fill in grade levels with which you are counseling:			
Suggested activities/topics:		Grades K - 3	4 - 6	7 - 8	9 - 12
1. Identify life style components					
2. Identify influencers, both facilitators and inhibitors					
3. Study biographies					
4. Fantasy activities					
5. Shadowing					
6. Guest Speakers					
7. Drug/Alcohol Issues					
8. Case Studies					
9. Life Lines					
10. Group Counseling re: divorce, peers, death, loss, drugs, etc.					
11. Simulations, Games, e.g., "To Tell the Truth", Charades					
12. Sex roles and identity related to traditional/non-traditional work					
13. Developing budgets, gathering consumer information re: life style					
14. Leisure activity analysis					
15. Job Satisfaction Interviews					

Needs:

Student Outcome	Presently doing How Do We Rate?	Existing programs or efforts which are related to this outcome			
III. Schools will provide students an opportunity to identify abilities, analyze achievements, and explore interests while developing positive attitudes and values toward self, career/ life planning and the world of work.		Fill in grade levels with which you are counseling:			
Suggested activities/topics:		Grades K - 3	4 - 6	7 - 8	9 - 12
1. Interest inventories					
2. Develop tentative plans					
3. Develop and maintain personal files					
4. Shadowing					
5. Relate achievements to career possibilities					
6. Values Clarification					
7. Aptitude Tests					
8. Self Concept Building					
9. Analyze personal achievements including leisure and community					
10. Identify personal strengths and weaknesses					
11. Hands on work experiences					
12. Guidance Information Services					

Needs:

Student Outcome	Presently doing How Do We Rate?	Existing programs or efforts which are related to this outcome			
IV. Schools will provide students an opportunity to investigate career/vocational interest areas and consider preferred as well as alternate choices.		Fill in grade levels with which you are counseling:			
Suggested activities/topics:		Grades K - 3	4 - 6	7 - 8	9 - 12
1. Shadowing					
2. Career Awareness Activities					
3. Field trips					
4. Speakers					
5. Learning to use references and resources					
6. Learning to use community resources and agencies					
7. Use interest inventories to develop "interest areas"					
8. Job satisfaction/information surveys					
9. Work Study Programs					
10. ASVAB					
11. Learn information on training program, apprenticeships, etc.					
12. Learn Career ladders and lattices					
13. GIS/CIDS					
14. Internships					
15. Interest Profiles					
16. Visits of Occupational Programs					

Needs: 39

Student Outcome	Presently doing How Do We Rate?	Existing programs or efforts which are related to this outcome			
V. Schools will provide students an opportunity to discuss with a counselor their aspirations, personal problems, concerns, and future plans.		Fill in grade levels with which you are counseling:			
Suggested activities/topics:		Grades K - 3	4 - 6	7 - 8	9 - 12
1. Develop a life planning folder with profiles and plans					
2. Individual counseling sessions					
3. Group counseling sessions					
4. Draw life lines					
5. Orientation					
6. Sessions for explaining counseling services					
7. Peer counseling					
8. Counselors visit sending schools					
9. Explain requirements and rules to students					
10. Discuss relationship of course selection to opportunities					
11. Rap groups, student forums					
12. Get acquainted activities					
13. Design ways for counselors to be accessible to students					

Needs:

Student Outcome	Presently doing How Do We Rate?	Existing programs or efforts which are related to this outcome			
VI. Schools will provide students an opportunity to learn decision making and problem solving strategies which contribute to personal growth, adaptability, and continuous learning.		Fill in grade levels with which you are counseling:			
Suggested activities/topics:		Grades K - 3	4 - 6	7 - 8	9 - 12
1. Teach decision making processes					
2. Teach problem solving skills					
3. Teach the skills and strategies of programs such as PET and STEP					
4. Role playing					
5. Simulations					
6. The role of facts and feelings in decisions					
7. Effect of emotions and stress on rational decision making					
8. Living with the consequences of one's decisions					
9. Setting priorities					
10. Sexual responsibility					
11. Make post high school decisions and develop alternatives					
12. Practice decision making in ethical/moral dilemmas					
13. Making tentative decisions					
14. Reversing decisions					

Needs:

Student Outcome	Presently doing How Do We Rate?	Existing programs or efforts which are related to this outcome			
VII. Schools will provide students an opportunity to learn about individual differences.		Fill in grade levels with which you are counseling:			
Suggested activities/topics:		Grades K - 3	4 - 6	7 - 8	9 - 12
1. Use tests, inventories, etc. to identify differences					
2. Stress owning one's uniqueness and interests					
3. Distinguish between group pressures and characteristics and individual characteristics					
4. Simulate discriminatory practices					
5. Discuss fear of the unknown, fear of differences and the relationship of fear to rejection					
6. General lists of differences and similarities					
7. Discuss impact of "labeling" categorizing or "boxing" people					
8. Teach skills for coping with differences in ourselves and others					
9. Examine individual biases and stereotypes					
10. Discuss implications of individual differences for career/life plans					
11. On-going activities for appreciation of multi-ethnic/cultural heritage					

Needs:

Student Outcome	Presently doing How Do We Rate?	Existing programs or efforts which are related to this outcome			
VIII. Schools will provide students an opportunity to develop skills for communicating with others.		Fill in grade levels with which you are counseling:			
Suggested activities/topics:		Grades K - 3	4 - 6	7 - 8	9 - 12
1. Teach listening skills					
2. Learning to give and receive feedback					
3. Learning to be assertive					
4. Learn and practice active listening skills					
5. Body language					
6. "I" Messages					
7. Use simulations, role plays, and games that encourage communication					
8. Practice interviewing skills					
9. Learn to follow directions					
10. Expressing feelings					
11. Stating opinions					
12. Developing sensitivity to the feelings of others					
13. Use the videotape for feedback purposes					
14. Giving and receiving compliments					

Needs:

Student Outcome	Presently doing How Do We Rate?	Existing programs or efforts which are related to this outcome			
IX. Schools will provide students an opportunity to learn conflict resolution and negotiation skills.		Fill in grade levels with which you are counseling:			
Suggested activities/topics:		Grades K - 3	4 - 6	7 - 8	9 - 12
1. Learning to "fight fair"					
2. Learn skills needed in good employer-employee relations					
3. Practice simulated family conflict resolution					
4. Analyze roles people play in conflict resolution					
5. Transactional Analysis (TA)					
6. Study group dynamics					
7. Teach negotiation and compromise skills					
8. Teams, Games, and Tournaments Program					
9. PET and STEP Programs					

Needs:

Student Outcome	Presently doing How Do We Rate?	Existing programs or efforts which are related to this outcome			
X. Schools will provide students an opportunity to understand the roles of various business, community, and government agencies and learn how to use their services.		Fill in grade levels with which you are counseling:			
Suggested activities/topics:		Grades K - 3	4 - 6	7 - 8	9 - 12
1. Field trips					
2. Speakers					
3. Locate or develop lists of resources					
4. Maintain a file of resources in counseling office					
5. Shadowing					
6. Refer crisis cases as appropriate					
7. Career/Community service fair					

Needs:

Student Outcome	Presently doing How Do We Rate?	Existing programs or efforts which are related to this outcome			
XI. Schools will provide students an opportunity to implement decisions by learning how to complete necessary forms and procedures.		Fill in grade levels with which you are counseling:			
Suggested activities/topics:		Grades K - 3	4 - 6	7 - 8	9 - 12
1. Inform individuals how to secure and/or complete the following:					
Social Security number					
Driver's License					
Voter registration					
Military registration					
School registration					
Financial aid forms					
Job applications					
Post-secondary applications					
ACT/SAT Applications					
Scholarship Applications					
Job Interviews					
Resumes					
Marriage License					
Birth Certificate					
Credit Applications					

Needs:

Student Outcome	Presently doing How Do We Rate?	Existing programs or efforts which are related to this outcome			
XII. Schools will provide students an opportunity to set both short and long range goals and develop plans for reaching them.		Fill in grade levels with which you are counseling:			
Suggested activities/topics:		Grades K - 3	4 - 6	7 - 8	9 - 12
1. Develop goals for personal, educational and career/life plans					
2. Review and Update life lines					
3. Discuss the value of goal setting					
4. Use goal setting to integrate interests, values, decisions, etc.					
5. Practice goal setting with commitment and action to meet goal					
6. Analyze reasons for meeting or not meeting goals					
7. Performance contracts					
8. Develop educational course selection plans (3, 4, 6 year plans)					
9. Develop post high school goals and plans					
10. Know sequences of actions needed to reach goal including completion of application forms					
11. Assist discontinuers with goal setting, alternatives and resources					
12. Develop Career/life goals and plans					

Needs:

PART IV

BUSINESS, INDUSTRY AND COMMUNITY RESOURCES

Business, Industry and Community Resources

It is important to understand that not all learning occurs within the four walls of the classroom. Many community persons possess knowledge and skills which they would be happy to share with young people. In developing guidance and counseling programs, ways should be sought to bring the educational and business communities together in common activities. Many career development activities can be facilitated by bringing community people into the school, while others can best be achieved by taking the students into the community.

It may be well to consider establishing an advisory council for district guidance and counseling program development. Perhaps existing committees such as the Business Education Committee or the Accountability Committee may serve this function. In any case, sufficient opportunity for community input and participation should be provided.

Since schools cannot provide all the services individuals need, students should be aware of the various agencies which provide assistance and guidance. Young people need to know the scope of these services and how one may access such services.

Throughout this Plan the team approach is emphasized. This teaming is critical in the resource area. No school possesses all of the resources - either human or material - to serve the needs of students, staff and community.

USE OF RESOURCES

Each guidance department should maintain a file of resources who may be contacted for purposes of individual referral, assistance with classroom activities, additional information, or other collaborative processes. A suggested format for maintaining such a resource file would include the following index card:

Resource Area _____

Organization of Agency _____

Address _____ Phone _____

City _____ State _____ Zip _____

Name of Contact Person _____

Nature of resource or service(s) available:

The following list is offered as suggested Resource Areas which may be appropriate for such a file:

1. Guest Speakers
2. Consultants
3. Alternative Education/Options
4. Law Enforcement Agencies
5. Social Services Agencies
6. Job Service/Employment
7. Drug/Alcohol Abuse
8. Child Abuse
9. Sex-related Problems
10. Mental Health
11. Service Clubs
12. Community Organizations
13. Religious Organizations
14. Business/Industry
15. Media
16. Labor Unions/Apprenticeships
17. Vocational Guidance Specialists/ Job Developers
18. Local Teachers/Educators
19. Colleges/Universities
20. Government Agencies (Local, State, Federal)
21. Legislative/Legal
22. Professional Organizations
23. Medical/Health
24. Tests
25. Guidance Material Sources
26. Research
27. Military Recruiters
28. Funding Services
29. Innovative Programs
30. Other Schools/Districts